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CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0470 HISTORY

0470/11 Paper 1, maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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1 Use of the Mark Scheme

1.1 It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.

1.2 Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.

1.3 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response.

1.4 Be consistent from script to script and from batch to batch.

1.5 Indicate that all answers have been seen.

1.6 Do not transfer marks from one part of a question to another.

1.7 If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.

1.8 Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.

1.9 **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**

1.10 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2 Marking

2.1 All marking should be in red.

2.2 The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.

2.3 At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.

2.4 The total mark for each question should be transferred to the front page of the script. The marks for the three questions should be totalled and indicated. The final total for the script should then be circled.

2.5 It is not necessary to tick the body of an answer and examiners should refrain from doing so.

2.6 Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

3 Assessment Objectives

3.1 The Assessment Objectives being tested in each part of a question are:

(a) recall, description

(b) recall, explanation

(c) recall, explanation and analysis.

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1 (a) Describe the course the revolution in France during 1848.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was fighting.'
'The monarch abdicated.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'On 22 February there was a protest march through Paris and barricades went up on the streets.'
'On 23 February, Louis Philippe dismissed Guizot.'
'Mole and Thiers were offered the leadership, but both refused. Odilon Barrot assumed 'control'.'
'Louis Philippe abdicated in favour of his grandson, but almost immediately Lamartine proclaimed the 2nd Republic on 26 February.'

(b) Why were there mixed reactions in France to the February 1848 revolution?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The government had done nothing to help.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'People feared a return to 1789.'
'There had been high food prices.'
'There was much unemployment.'
'The rich seemed to get richer and the poor poorer.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Many were unhappy with the government as they had done nothing about the economic depression that brought unemployment.'
'There had been a series of poor harvests and food prices were high. With poor employment prospects, many struggled to afford the high prices.'
'The King, the government and businessmen seemed to be becoming richer, while most were in poverty. The government did not seem to be doing anything to spread the wealth.'
'Some wanted the republic they did not get in 1830.'

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(c) How similar were the revolutions in Europe in 1848-9? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The main cause was unrest.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'There were poor harvests during 1846-7.'
'Most countries which had a revolution had economic problems.'
'There was a common demand for the freedom of speech and press.'
'In France there was a demand to remove the monarchy.'

Level 3 Explanation of similarity OR differences [3–5]

e.g. 'Most countries went through a series of economic downturns and crop failures especially during 1846-7. This produced starvation among the peasants and discontent among the working urban poor.'

OR

e.g. 'Most revolutions occurred to throw off the 'foreign' oppressor, but in France the revolution centred on removing the monarchy.'

Level 4 Explanation of similarities AND differences [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how similar' [8]

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2 (a) What were the terms of the Treaty of Olmutz 1850?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was decided to accept the Austrian terms.'

Level 2 Describes terms [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'The Erfurt Union was dissolved.'
'The Treaty restored the Bund under Austrian leadership.'
'Austria had reasserted its leadership as Prussia had backed down.'
'Many Prussians felt humiliated.'
'The revolution of 1848 was over and the princes were back on their thrones.'

(b) Why did the Austro-Prussian War break out in 1866?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The war broke out because the countries could not agree.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'Because of Bismarck's stubbornness.'
'Because of promises made to Italy.'
'Because Bismarck picked a quarrel with Austria.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Because Austria and Prussia could not agree on how to govern Schleswig-Holstein, they decided to split the territories with Austria being responsible for Holstein. Bismarck may have done this deliberately to make it easier to pick an argument with Austria.'

'An agreement between Bismarck and Italy offering Venetia if Italy attacked Austria was put in place with Bismarck hoping Italy would pin down the bulk of the Austrian army.'

'Bismarck met the French Emperor to get the promise of French neutrality in the event of an Austro-Prussian war.'

'Bismarck picked a quarrel with Austria to provoke a war over Schleswig-Holstein with Prussian troops marching into Holstein.'

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(c) How important was the role of France in the unification of Germany? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Bismarck was responsible for unification.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Napoleon lll remained neutral in the Austro-Prussian War.'
'Fear of France drove the southern states into unification.'
'Bismarck's skill and diplomacy enabled unification.'

Level 3 Explanation of the role of France OR other reasons [3–5]

e.g. 'France played a vital role when remaining neutral during the Austro-Prussian War. This meant Prussia could become the dominant state amongst the Germanic states and meant Austria had no further part to play in a future Germany.'
'Indirectly, France played a role because the southern states were persuaded to join the other Germanic states because Bismarck had suggested France might threaten them in the future.'

OR

e.g. 'The most important role was that of Bismarck. He was a great opportunist and planner. He had built up Prussian forces and industry ready for possible conflict. He was able to isolate foreign opponents and persuade German states they were stronger when united.'

Level 4 Explanation of the role of France AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how important' [8]

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3 (a) What was the decision of the Supreme Court regarding Dred Scott?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It made a decision about slavery.'

Level 2 Describes the decision [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'It decided that slaves were not citizens of the United States and therefore could not bring an action in an American court.'
'It stated that just because Scott had been in a free state (Illinois), having moved from the slave state of Missouri, it did not free him from slavery in his home state.'
'It declared the Missouri Compromise of 1850 illegal and against the constitution because by forbidding slavery it deprived an owner of property.'

(b) Why were events at Harper's Ferry in 1859 significant?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was an attack at Harper's Ferry.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'John Brown tried to seize weapons.'
'John Brown was captured.'
'John Brown was trying to lead a slave revolt.'
'It encouraged pro-slavery extremists.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'John Brown led an attack on an armoury at Harper's Ferry to seize weapons for his slave revolt.'
'He was trying to persuade slaves to join a rebellion against plantation owners.'
'John Brown was captured and hanged. He was treated as a martyr by the abolitionists.'
'The example of John Brown encouraged many pro-slavery groups. He went down in folk-lore and had rallying songs sung about him.'

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(c) 'Civil War was a disaster for the United States.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a disaster for the South.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'It kept the Union together.'
'It brought an end to slavery.'
'It began the process of rights for all.'
'The plantation system was hit hard.'
'The South was subject to carpetbaggers.'
'The North enjoyed an industrial boom.'

Level 3 Explanation of the Civil War as a disaster OR otherwise [3–5]

e.g. 'Abraham Lincoln had stated that the Civil War was fought to preserve the state of the Union. States had tried to break away and the War was fought to keep the Union. It was successful in achieving this goal.'

OR

e.g. 'The Civil War had devastated the South. Buildings, roads and railways all needed rebuilding. The South's economy had collapsed and inflation soared. Because of the attitude of malice towards the South, the wounds remained open well into the twentieth century.'

Level 4 Explanation of the Civil War as a disaster AND otherwise [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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4 (a) Describe the arms race in the early part of the twentieth century.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Germany wanted to rival Britain's navy.'
'Britain reformed its army.'

Level 2 Describes the arms race [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. Germany built up its military power / increased the size of its army.'
'The German army was well equipped as its modern steel works produced huge quantities of guns, shells and bullets.
'The Liberal Government implemented R.B.Haldane's reforms which created the British Expeditionary Force.'
'The Germans made a determined effort to expand their navy with Admiral Tirpitz's Navy Law in 1897.'
'Britain launched the super battleship 'Dreadnought' in 1906 which made all previous battleships obsolete. Germany produced its own version in 1907 and there was intense rivalry to see who could produce the most.'
'The naval race reached its peak in 1909.'

(b) Why did events in Bosnia-Herzegovina in 1908 increase tension between the Great Powers?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Serbs and Austrians were upset with each other.'

Level 2 Identifies AND/OR describes reasons [2–5]

(One mark for each point.)

e.g. 'The Austrians took Bosnia.'
'The Serbs wanted a larger Serbia.'
'Russia and Germany are pulled into the Crisis.'
'Serbia wanted revenge.'
'Three major powers are involved.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Austrians took advantage of a revolution in Turkey to annex the Turkish province of Bosnia. The Serbs were furious because they hoped to make Bosnia part of a greater Serbian state.'
'Serbia appealed to Russia for help and the Russians called for an international conference to discuss Austria's actions. Austria refused to attend and was backed by Germany. Major powers were now involved in the Crisis.'

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'Germany demanded that Russia accept the Austrian seizure of Bosnia-Herzegovina. Russia had little choice but to back down. Russia did not intend letting this happen again if another incident arose.'
'Serbia was furious with Austria and wanted revenge and the return of Bosnia. Serbia would wait for the ideal opportunity to settle the score.'

(c) 'It was the Alliance System that caused the First World War.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'War was caused by some countries being stronger than others.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Colonial rivalry was a cause of war.'
'The arms race was responsible.'
'The Balkan crises were the main cause of the war.'
'Germany's aggressive attitude was responsible for war.'
'The growth of Serbia was responsible.'
'The alliance system was the cause.'
'The assassination of Archduke Franz Ferdinand brought war.'
'The invasion of Belgium by Germany was a cause of war.'

Level 3 Explanation of Alliance System being responsible OR other reasons [3–5]

e.g. 'The Alliance System was a major cause of war as it created two armed camps, the Triple Alliance and the Triple Entente. A dispute between one of the members of each camp could well involve other members. After the assassination of the Archduke, Germany supported Austria against the Serbs, while Russia supported the Serbs.'

OR

e.g. 'Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy.'

Level 4 Explanation of Alliance System being responsible AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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5 (a) What were the weaknesses of Britain and France as leaders of the League of Nations?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They did not work together.'

Level 2 Describes the weaknesses [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'When the USA did not join the League, it left both powers lacking the major military, economic and political power needed to uphold the League decisions.'
'Both countries often disagreed with the course of action or were slow or hesitant.'
Britain was more interested in rebuilding British trade and looking after the British Empire than in being an international police force.'
'France's main concern was still Germany and it wanted the League to enforce the treaties.'
'Both countries suffered from the impact of the First World War and the Depression on their economies.'
'Both were not willing to commit forces to events a long way from home.'
'Britain and France seemed to fail to commit to making tough decisions.'

(b) Why did some countries view the setting up of the League of Nations with suspicion?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'No such organisation had existed before.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'The USA had not committed to being a member.'
'It was clear that defeated nations were not being invited to join.'
'USSR was not invited as a member.'
'It was to be run by the victorious powers.'
'Britain and France seemed to lack enthusiasm for the organisation.'
'It was idealistic in its aims.'
'It was associated and tied to the treaties.'
'It was an organisation of some nations, not all nations.'
'It did not intend to have a standing army.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Wilson hoped the League would preserve world peace and encourage international co-operation. Wilson's idealism and beliefs were not shared by the cynical and worldly wise Europeans.'

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'Less than half the world's nations wanted to join. Germany and its allies were not allowed to join until they were considered suitable. The USSR was not invited to join because Britain and France did not recognise the Communist government.'

(c) How far was the League of Nations a failure in its peacekeeping role in the 1920s? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It settled disputes between nations.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'It failed in Lithuania.'
'It failed with Corfu.'
'It settled a dispute between Greece and Bulgaria.'
'It resolved the Aaland Islands dispute.'
'It settled the dispute over Upper Silesia.'

(Description of events to be credited in this level.)

Level 3 Explanation of the failures OR successes [3–5]

e.g. 'The League was at its best when dealing with small nations in the 1920s as they were willing to accept the League's authority. Both Sweden and Finland claimed the Aaland Islands. The League decided they should be awarded to Finland and this was accepted by Sweden. The League achieved its aim of avoiding war.'

OR

e.g. 'Vilna was claimed by Lithuania and Poland. It was occupied by Polish forces. The League tried to negotiate to remove the Polish forces but failed. League members were not willing to supply armed forces as Britain and France saw Poland as a barrier against Germany and Russia.'

Level 4 Explanation of failures AND successes [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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6 (a) Describe how Germany re-established control over the Saar and the Rhineland.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'By following the procedures.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'Hitler demanded a plebiscite for the Saar in 1935, which was allowed under the terms of the Treaty of Versailles.'
'The League had been made responsible for the Saar for 15 years and then it could allow a plebiscite asking the population whether they wanted to stay with France or return to Germany. Just over 90% voted to return to Germany.'
'In March 1936, Hitler ordered his troops back into the Rhineland, although this was against the terms of the Treaty of Versailles.'
'France would not act without British support, but Britain's attitude was that Hitler was reclaiming what was rightfully Germany's.'

(Must include both for maximum marks.)

(b) Why did Hitler want to unite Germany and Austria?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He believed the two states belonged together.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'Austria was where Hitler was born.'
'He wanted to develop a Greater Germany.'
'He wanted to unite German speakers.'
'He wanted to break the Treaty of Versailles.'
'Hitler wanted Austria's mineral deposits.'
'It would help Austria's weak economy.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Hitler stated in Mein Kampf that he wanted to create a Greater Germany and to overthrow the Treaty of Versailles. Anschluss had been forbidden by the Treaty and so a union would help him achieve both these aims.'
'Austria's soldiers, weapons and its rich deposits of gold, iron ore and salt would be added to Germany's increasingly strong army and industry.'

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(c) 'Hitler's aggression was the main reason war broke out in 1939.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The weakness of the Allies was to blame.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Hitler's aim was to destroy the Treaty of Versailles, which inevitably meant war.'
'The League of Nations proved to be a failure.'
'The isolationist policy of the USA helped Hitler.'
'Britain and France failed to act over Hitler's aggressive foreign policy.'
'The Depression gave rise to aggressive dictators like Hitler.'
'War broke out because Hitler invaded Poland.'
Britain and France followed appeasement.'

Level 3 Explanation of Hitler's aggression OR other reasons [3–5]

e.g. 'Hitler went too far with his aggressive foreign policy. He could not justify the occupation of Czechoslovakia or Poland. Britain had guaranteed to preserve the independence of Poland. Hitler had pushed them to war.'

OR

e.g. 'The League's main weapon was sanctions. It was unwilling to impose meaningful ones against powerful countries such as Italy. The failure of the League to act against Japan and Italy led to its demise and Hitler noted this.'

Level 4 Explanation of Hitler's aggression AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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7 (a) Describe how Poland came under Communist control.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was occupied at the end of the War.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'During 1944, the Red Army moved westwards and had occupied Poland by January 1945.'
'At Yalta, Stalin wanted Poland to expand westwards into Germany to create a buffer zone between Germany and the Soviet Union.'
'Stalin wanted a pro-Soviet government. He already had a government in exile, the Lublin Poles, ready to take over.'
'The London Poles were not allowed to be in government.'
'In January 1947, however, fresh elections saw the return of a totally communist government.'
'There were no free elections.'

(b) Why, by 1946, were the wartime Allies less united?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The common enemy was defeated.'
'They had different beliefs / aims.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'The USA and the USSR did not trust each other.'
'It was capitalism versus communism.'
'There were disagreements over Poland.'
'It changed with the death of Roosevelt.'
'The successful testing of an atomic bomb by the USA.'
'The 'Iron Curtain' descending across Europe.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Common enemies, Germany and Japan, had brought the two powers together, but once defeated the mistrust and different ideologies returned.'
'With the death of Roosevelt, a hardening of the US attitude towards the USSR was shown by President Truman, especially at Potsdam.
'It was felt that Stalin was making sure that the USSR was surrounded by communist governments. This was expressed by Churchill in his 'Iron Curtain' speech.'

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'When Truman made it known that the USA had successfully tested an atomic bomb, this increased the mistrust. Stalin ordered his scientists to develop a Soviet atomic bomb. This then worried the USA.'

(c) 'The Marshall Plan was more important than the Berlin Blockade in increasing Cold War tensions.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were equally important.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The Marshall Plan was aimed directly at Communism.'
'Stalin forbade communist states from accepting Marshall Aid.'
'Stalin saw Marshall Aid and the Truman Doctrine as enslaving Europe.'
'The West saw the Blockade as a test case.'
'The Blockade almost brought war.'
'The blockade led to West Germany and NATO.'

Level 3 Explanation of Marshall Aid OR the Berlin Blockade [3–5]

e.g. 'The USA interpreted the Soviet takeover of eastern Europe as the start of spreading communism around the world and responded with the Truman Doctrine and Marshall Aid, which was to help the vulnerable European economy suffering from the after effects of war. The USSR saw this as a threat.'

OR

e.g. 'The Soviets introduced a blockade but the West defeated this by flying in supplies, resulting in Stalin backing down. Stalin responded by turning their zone into the GDR. Germany was divided even more firmly and relations between East and West worsened.'

Level 4 Explanation of Marshall Aid AND the Berlin Blockade [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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8 (a) Describe the work of (i) the Secretariat of the UNO and (ii) the International Court of Justice.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It is the 'office-staff' of the UN.'
'It makes legal decisions.'

Level 2 Describes work [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
Max of 4 for one.

e.g. 'The Secretariat is the civil service of the UN. Its employees look after the administrative work, preparing minutes of meetings.'
'Translating and passing on information to member nations.'
'It is headed by the Secretary-General who acts as a spokesman for the UN and is always at the forefront of international affairs, trying to sort out the world's problems.'
'The International Court at the Hague adjudicated in disputes between states.'
'The Court can only operate successfully when both parties to a dispute agree to accept the verdict.'

(b) Why has the organisation of the UNO hindered its effectiveness?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It has been slow to respond to crises.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'The UN has no standing army.'
'Decision making can be slow and indecisive.'
'Some agencies duplicate each other's work.'
'Some countries do not pay their fees.'
'UNESCO has been wasteful of funds.'
'It has been manipulated by its members.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'If persuasion and pressure fail, the UN has to rely on member nations to provide troops to enable it to enforce decisions. It has no permanent standing army.'
'The UN can appear slow and indecisive because it hesitates to become involved in crises. The Security Council has been hampered by the veto which its permanent members can use. Although the 'Uniting for Peace' resolution could offset this to some extent, the veto could still cause long delays before decisive action was taken.'

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'Critics have claimed that the WHO and FAO overlap too much. There have been claims that the FAO spends too high a proportion of its income on administration and not enough on improving agricultural systems.'
'The USA and the European Union contribute about two-thirds of the income of the UN. Some countries rarely pay their fees or are persistently late in paying. This has made it difficult for agencies to operate.'

(c) 'The intervention of the UNO in Korea was more successful than its intervention in the Congo.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The UN did not achieve all its aims in both areas.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'It failed to unite North and South Korea.'
'It was 'used' by the USA in Korea.'
'The UN gained respect over Korea.'
'The UN brought peace in the Congo.'
'Parts of the Congo ignored the UN.'
'The Congo was re-united in 1963.'

Level 3 Explanation of agreement OR disagreement [3–5]

e.g. 'The UN gained respect because it had taken firm action in the face of aggression in Korea which it had stopped. Without the UN action, it is unlikely that South Korea would still exist.'
'In the Congo, the UN forces were unable to stop the fighting between the forces of Lumumba and those of Tshombe. In 1961, the UN Security Council said that all troops, other than those of the UN, should leave. Tshombe refused.'

OR

e.g. 'The UN's policy was that Korea should become one country with free elections supervised by the UN. The war did not achieve this as Korea remained divided.'
'In Korea, the operation became US based as they contributed most of the armed forces. MacArthur even reported direct to the US President. Many felt that the UN was being used by the US in its battles against communism.'
'In the Congo, the UN forces were successful in restoring order in much of the country.'
'U Thant took a strong line in the Congo and began fighting the rebels and, in Jan 1963, Tsombe went into exile and the Congo was re-united.'

Level 4 Explanation of agreement AND disagreement [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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9 (a) Describe how Hitler gained control of the Nazi Party.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He pushed himself forward.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'Hitler joined the party in September 1919. The leader, Anton Drexler, soon realised that Hitler had a great talent for public speaking and invited him to join the party's executive committee. Hitler was put in charge of propaganda.'
'In 1920, Hitler played a major part in writing the party's Twenty-Five Point Programme, setting out its beliefs.'
'In April 1920, the DAP was renamed the Nationalist Socialist German Workers' Party. Later that year it published its newspaper in which Hitler was able to put forward his anti-Semitic views. This gained Hitler much support and in 1921 he replaced Drexler as leader of the party.'

(b) Why were the Nazis the most successful party in the Reichstag elections by 1932?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The German people were desperate for change.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'Gustav Stresemann had died in 1929.'
'The impact of the Depression on the German economy increased the Nazi voice.'
'German people turned to extreme parties for solutions.'
'The use of propaganda increased the popularity of the Nazis.'
'Hitler's attempts at becoming President raised the Nazi profile.'
'The Nazi programme seemed to have answers for the problems.'
'There was a political crisis and Hindenburg continually issued decrees.'
'Hitler persuaded industrialists to support him to establish order.'
'They used force.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Gustav Stresemann had been the outstanding German politician of the 1920s. He had brought stability and returned Germany to international respectability. His death in 1929 left a vacuum which the Nazis were able to exploit.'
'The Great Depression destroyed the whole basis of the German economy and German trade suffered. Many Germans were prepared to listen to the promises of extremist parties such as the Nazis.'

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'Josef Goebbels used every method of propaganda to get the message to every town and home in Germany. This propaganda was used with great effect to whip up fear and hatred of the Communists, the Nazis' rivals, and, as a result, the number of seats gained in elections climbed rapidly between 1930 and 1932.'
'Hitler challenged Hindenburg for the Presidency in March 1932. He won 13.4 million votes. The Presidential election campaign provided much-needed publicity for Nazi ideas.'
'Hitler travelled the country, often by plane, throughout 1930-32 to explain why the people ought to vote Nazi in the future. He was very persuasive.'

(c) 'The election of March 1933 was the main reason Hitler was able to consolidate his power during 1933-4.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'No, Hitler used a variety of ways.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The Enabling Act gave him power to pass his laws.'
'The Act enabled the removal of all opposition.'
'After the Reichstag Fire, Hitler gained an emergency decree.'
'The Night of the Long Knives removed rivals to Hitler.'
'The death of Hindenburg gave Hitler an opportunity.'
'The Election did not give Hitler an overall majority.'
'The Election gave Hitler enough power to manipulate a majority.'

Level 3 Explanation of the election OR other reasons [3–5]

e.g. 'In March 1933, new elections were held which gave Hitler an opportunity to establish an overall majority. The results failed to give Hitler the required majority, but he banned the Communist Party and stopped its delegates taking their seats. This gave him the overall majority.'

OR

e.g. 'The Reichstag Fire, just before the Elections, was used by Hitler to blame the Communists and he persuaded the President to pass an emergency decree. It gave the police powers to search houses, confiscate property and detain people without trial. Hitler used these powers to intimidate voters.'

Level 4 Explanation of Election AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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10 (a) What was a Nazi 'concentration camp'?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'A place where wrong-doers were sent.'

Level 2 Describes a concentration camp [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'It was like a prison.'
'The first camps were simply makeshift prisons in disused factories and warehouses.'
'By 1934 the camps became purpose built and were usually in isolated rural areas like Dachau near Munich.'
'They were run by SS Death's Head Units.'
'Prisoners were forced to do hard labour. Food was limited and prisoners suffered harsh discipline, beatings and random executions.'
'Where anyone brave enough to criticise the Nazis ended up.'

(b) Why was Goebbels important to Hitler?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He was a close friend.'
'He promoted the Nazis.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'Goebbels organised Nazi propaganda.'
'His ministry controlled the mass media.'
'He organised mass rallies and poster campaigns.'
'To ensure Hitler was heard, he made cheap radios available.'
'He organised the Olympic Games.'
'He organised public book burnings of non-Nazi views.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Goebbels was made Minister for People's Enlightenment and Propaganda. He saw his duty was to get Hitler's message across and at the same time ensure that any views hostile to Nazism were suppressed.'
'He controlled the radio, the press and all areas of culture, such as films, literature, art and the theatre to avoid any criticism of Hitler.'
'Goebbels promoted support with great public displays. Hitler was portrayed as a strong and confident leader. Perhaps the most famous of these public displays were the Nuremberg rallies.'

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(c) Was Hitler in total control of Germany? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was difficult for people to disagree.'
'Hitler was very popular and therefore in control.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'People were indoctrinated.'
'Control was exercised through propaganda.'
'Opponents were dealt with harshly.'
'Opposition increased as the War turned against Hitler.'
'Some youth groups rejected Nazi authority.'
'Many Christian groups denounced the actions of the Nazis.'

Level 3 Explanation of control OR lack of control [3–5]

e.g. 'The Nazis kept control by using propaganda so that they could get their message across. Mass media, such as the press, film and radio, was controlled and only put forward the view of Hitler and the Nazis.'
'The Enabling Laws gave Hitler power to crush political opposition. All other political parties were banned.'
'The Gestapo hunted down any opposition. Offenders were sent to concentration camps run by the SS. Few inmates left alive.'

OR

e.g. 'Some youth groups rejected Nazi ideas and in particular the activities of the Hitler Youth. The 'Swing' movement were regarded as delinquents by the Nazis for dressing differently and favouring Jazz music. The Nazis found it difficult to control the Eidelweiss Pirates, who totally rejected authority.'
'Although most Germans remained outwardly loyal to Hitler during the war, there was increased opposition towards the regime as the war started to turn against the Nazis. The White Rose movement in Munich actively opposed the Nazis. The 'July Plot' of 1944 attempted to assassinate Hitler.'

Level 4 Explanation of control AND lack of control [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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11 (a) What aspects of life in early twentieth-century Russia led to social discontent?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Most Russians were very poor.'
'Harsh living / working conditions.'

Level 2 Describes aspects of life [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'Most peasants living in the countryside felt they did not have enough land to make a decent living.'
'It was not uncommon for a bad harvest to lead to famine.'
'Most peasants thought that the great landowners, who had tremendous estates and wealth, should give up some of their land to be divided amongst the peasant farmers.'
'By the beginning of the century, Russia had an industrial working class. The workers had been peasants, but they now lived and worked in the cities. Living and working conditions were appalling.'
'There were few controls on child labour, industrial injuries were common and employers paid starvation wages. As a result, the cities turned into breeding grounds for revolutionary ideas.'

(b) Explain why the Tsar survived the 1905 Revolution.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Tsar made concessions.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'He issued the October Manifesto.'
'The middle classes wanted an end to the revolution.'
'He did not allow opposition.'
'He split his opponents.'
'He offered the middle classes what they wanted.'
'Troops remained loyal.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The October Manifesto gave Russian people basic rights, such as freedom of speech and the right to political parties. The Tsar issued the October Manifesto which promised that elections would be held and a parliament called the Duma established. This was what the middle classes wanted.'

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'The middle classes had become alarmed by the growing power and influence of the revolutionaries in the soviets and wanted the revolution to come to an end. By splitting his opponents, the Tsar was able to regain control.'
'Many of the Soviet leaders were arrested and exiled to Siberia. This led to serious street fighting in Moscow, but this was crushed by the army.'
'The end of the war with Japan released troops who remained loyal to the Tsar. They dealt with disturbances and ruthlessly put down rebellions in the countryside.'
'The opposition was not co-ordinated. There was no party which led the revolution and co-ordinated the strikes, soviets and peasant uprisings.'

(c) 'The severe winter of 1916-17 brought about the downfall of Tsar Nicholas II.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was the defeats at the front which brought his downfall.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The winter brought intense cold, starvation and discontent.'
'The Tsar was blamed for the heavy defeats against Germany.'
'There was notoriety at court with Rasputin.'
'The army did not give the Tsar full support.'
'The feeling of shared suffering among the industrial workers of Petrograd.'
'There was a revival of revolutionary parties.'

Level 3 Explanation of the winter of 1916-17 OR other reasons [3–5]

e.g. 'The winter of 1916-17 was particularly harsh. It came at a time when food was short and high priced. The peasants were reluctant to sell their produce to the towns. There were problems with the transport system because of the war. Fuel was also in short supply. In such an intense winter, these problems were exaggerated and, therefore, the Tsar became the target for discontent.'

OR

e.g. 'Concern grew at the influence of Rasputin over the Tsarina. While the Tsar was away, the Tsarina relied almost entirely on Rasputin's advice on the appointment or sacking of ministers. Sound ministers were dismissed and replaced by officials who were unable to cope with the demands of war. The Tsar's opponents seized on Rasputin as a sign of the Tsar's weaknesses and suggested he was unfit to rule.'
'As the war was not going well, the Tsar put himself in personal command of the armies. In 1916, over one million Russians died in battle. Russian armies were badly led and poorly supplied, being short of food, weapons and ammunition. The Tsar was blamed directly as he was in personal charge.'

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Level 4 Explanation of the winter of 1916-7 AND other reasons **[5–7]**

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' **[8]**

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12 (a) What was the Petrograd Soviet?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a group of like people.'

Level 2 Describes the Petrograd Soviet. [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'In October 1905, the St. Petersburg Soviet was set up. All workplace soviets sent representatives. It had its own newspaper, organised food supplies, set up law courts and established an armed force.'
'In November 1905, the Soviet was crushed and its leaders arrested.'
'The Petrograd Soviet was established in March 1917.'
'It was a body of 1500 deputies, who were elected on the basis of one man per thousand factory workers and one soldier per company.'
'Its political leadership was provided by Menshevik and Social Revolutionary activists.'
'The Soviet produced Order Number One which stated that soldiers did not need to obey any orders from the Duma that went against orders of the Soviet. It set up soldiers' committees throughout the armed forces, which undermined the authority of officers and meant the government had lost command of its own armed forces.'

(b) Why was the Kornilov Affair significant?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It helped the Bolsheviks.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'It weakened the Provisional Government.'
'It armed the Bolsheviks.'
'It revealed Kerensky's lack of will to enforce discipline in the Army.'
'The Bolsheviks had power over the Provisional Government.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Kerensky appointed Kornilov as commander-in-chief of the Army in an attempt to restore discipline in the Army. Kerensky promised Kornilov support in restoring the authority of officers over the ordinary soldiers. Kerensky became worried when Kornilov arrested moderate socialists as well as extremists. He tried to remove Kornilov but Kornilov decided to revolt against the government.'
'To resist the attempted coup, Kerensky called upon the Bolsheviks for help. Many Bolshevik leaders were released from prison and the Bolsheviks were armed to resist Kornilov.'

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'Trotsky later claimed that the army that rose against Kornilov was the army-to-be of the October Revolution.'
'After the defeat of Kornilov, the army officers, who had supported Kornilov, felt that Kerensky had deceived their leaders and were unlikely to help Kerensky in the future.'

(c) After seizing power, how well did the Bolsheviks deal with Russia's major problems – 'Peace, Bread and Land'? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Bolsheviks tried to keep their promises.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The Bolsheviks brought Russia out of the First World War.'
'A Civil War took place, which meant no peace.'
'The Bolsheviks distributed the land amongst the peasants.'
'Food was in short supply.'
'There was famine during the Civil War.'

Level 3 Explanation of progress on promises OR lack of progress [3–5]

e.g. 'One day after seizing power, Lenin issued a decree on land. He announced that all landowners' estates would be confiscated and that the land would be made available to the peasants.'
'On the same day, Lenin called for a fair and honourable end to the war. The Germans' peace terms were so harsh that most of the Bolsheviks wanted to reject them. Lenin told Trotsky to accept the terms and the Treaty of Brest-Litovsk was signed in March 1918.'

OR

e.g. 'Solving the 'bread' problem was less successful. The peasants refused to release their grain. Lenin was convinced that the better off peasants or kulaks were hoarding huge quantities of grain in order to force up the price. Lenin sent in the Cheka who used harsh methods.'

Level 4 Explanation of progress on promises AND lack of progress [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how well' [8]

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13 (a) Describe the treatment of black people in the southern states of the USA.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Life was very tough for black Americans.'
'Treated badly / beaten-up.'

Level 2 Describes treatment [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'There was segregation.'
'They had the worst jobs and houses.'
'They had to attend separate schools from white people.'
'The Jim Crow Laws affected them.'
'They were persecuted by the Ku Klux Klan.'
'Few black people could vote.'

(b) Why did membership of the Ku Klux Klan increase in the 1920s?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Because many joined.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'To intimidate people.'
'To defend 'decent American values'.'
'To defend white superiority.'
'To defend Protestant superiority.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'A film, The Birth of a Nation, was released in 1915. This helped revive the Klan as it glorified the Klan as defenders of decent American values against renegade black Americans and corrupt white businessmen.'
'To defend white superiority against black people and other ethnic minorities through the use of violence.'

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(c) How far did the roles of women change in the 1920s? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was increased freedom.'
'The flappers were different.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Women gained the right to vote.'
'More women went out to work.'
'Many became financially independent.'
'They changed the way they dressed.'
'Many were still busy raising a family.'
'There was less change in rural areas.'

Level 3 Explanation of change of role OR traditional role [3–5]

e.g. 'For younger urban women, many of the traditional roles of behaviour were eased, allowing women to smoke and drink in public. They were unchaperoned and many cut their hair short and wore short skirts.'
'In urban areas, more women took on jobs in the new industries such as the mass production of consumer goods. This gave them more independence.'

OR

e.g. 'Despite the stories of flappers, most were not flappers but housewives raising a family. This was particularly true for those living in rural areas where a greater control by the churches was exercised.'
'Many older women, who had been used to a traditional role, found the changes threatening and improper.'

Level 4 Explanation of change of role AND traditional role [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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14 (a) What did Roosevelt do in his first 'Hundred Days' to help the unemployed?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Roosevelt laid the foundations of the New Deal.'

Level 2 Describes measures taken [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'He set up a number of alphabet agencies.'
'Roosevelt set up the FERA to help the urgent needs of the poor. The measures included an employment scheme.'
'The CCC was aimed at unemployed young men. It gave them a job for six months on an environmental project.'
'Millions of jobs were created by the PWA, which used government money to build schools, roads and dams.'
'Thousands of jobs were created by the TVA, which cut across seven states and produced jobs in dam building, flood control and electricity production.'

(b) Why was Roosevelt successful in ending the banking crisis?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Roosevelt acted quickly to solve the crisis.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'Roosevelt broadcast to the public to explain what he was doing.'
'He encouraged people to invest again.'
'He removed some of the poorer banks.'
'He worked at regaining people's confidence in the banks.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'If the banks stayed closed, the economy would cease to work and very quickly nobody would have money to spend. If banks opened, they might collapse.'
'Roosevelt needed to decide which banks were capable of continuing in business. He, therefore, forced all banks to close for four days. Those whose finances were completely hopeless were closed permanently, while others gained more public confidence.'
'Because of the Crash, the public lost trust. Roosevelt needed to get people to begin putting their money into banks to help the economy and so he had to ensure that the public felt secure in this.'

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(c) How effective was the New Deal in dealing with the economic problems of the United States? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was an improvement in the USA's economic state.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'It created jobs and reduced unemployment.'
'Faith in the banks improved.'
'The lives of many farmers improved.'
'Huge power resources were created through the TVA.'
'It did not solve unemployment.'
'It brought the USA out of the Depression.'

Level 3 Explanation of effectiveness OR ineffectiveness [3–5]

e.g. 'The New Deal reduced unemployment by providing work for millions on public construction projects and through the Alphabet Agencies, such as the CCC.'
'The Emergency Banking Act restored faith in the banks. These measures ensured that the economy was supported by a healthy banking system.'

OR

e.g. 'Although the New Deal provided employment for millions, unemployment was not solved by the New Deal. It was the Second World War that reduced the numbers to an acceptable level.'
'In 1937, Roosevelt cut back government spending under the mistaken impression that the economy was recovering. The economy immediately slumped and unemployment rose again.'

Level 4 Explanation of effectiveness AND ineffectiveness [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how effective' [8]

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15 (a) What challenges faced the new Chinese Communist government in 1949?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The country was very backward.'

Level 2 Describes challenges [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'Most of the world refused to recognise the Communist government. Only Russia would give aid to help rebuild China.'
'Industrial production was 50% down on the best pre-war figure and food production was 25% down.'
'Most of the people were peasants who could not read or write.'
'There was rapid inflation.'
'China's most industrialised region had been occupied by the Japanese and looted by the Russians.'
'The Chinese people did not want change. They mistrusted all modern ideas in farming, industry, education, medicine and women's rights.'
'Opposition to the government had to be removed or brought under control.'

(b) Why did the Communists want to improve education?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To help people.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'To enable people to read and write.'
'People were able to read the works of Mao.'
'To understand the Communist government.'
'To enable factory workers to read manuals.'
'To create an educated workforce.'
'To indoctrinate the Chinese people.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'To enable people to read and write. A massive campaign was organised right from the start to teach the Chinese people to read and write. In 1949, only 20% of the people were literate. By 1980 this had increased to 90%.'
'Students received an education in Communism. The books they read were from the works of Marx, Lenin or Mao. They were encouraged to be hard-working, cheerful, loyal to their leaders and helpful to others. This was a form of indoctrination.'

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(c) How successful was Mao in developing China's agriculture in the first ten years of Communist rule? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Not very, as little changed.'

Level 2 Identifies AND/OR describes impact [2]

(One mark for each point.)

e.g. 'The peasants were encouraged by land reform.'
'Collectives were introduced.'
'Grain had to be imported.'
'Small farms were still inefficient.'
'There was a record harvest.'

Level 3 Explanation of improvements OR lack of improvements [3–5]

e.g. 'Land reform in 1950 had made Mao popular as land was taken from the landlords and re-distributed to the peasants. This seemed to be successful as grain production had climbed to a record high in 1952.'
'Despite opposition, co-operatives were encouraged so resources could be pooled on a larger scale and crops grown more efficiently.'

OR

Early successes, food production had to rise very fast. A record harvest was reached again in 1958, but it was followed by three poor years and led to imports and starvation.'

Level 4 Explanation of improvements AND lack of improvements [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how successful' [8]

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16 (a) What was the 'cult of Maoism'?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was propaganda.'

Level 2 Describes 'cult of Maoism' [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'The Communist Party created an image of Mao as the father figure of the nation.'
'The Chinese were constantly reminded of the heroic efforts by Mao on the Long March, during the Second World War and the Civil War.'
'Posters, pictures and statues appeared everywhere in the China of Mao. These were particularly strong during the Great Leap Forward and the Cultural Revolution.'

(b) Why were the Red Guards important to Mao?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They brought about change.'
'They were young.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'They were loyal to Mao.'
'They idolised Mao.'
'They had not grown up in the old China.'
'They needed personal experience of revolutionary struggle.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Mao used the Red Guards because of their youth. In Mao's eyes, the youth of China would be untainted by the thoughts, habits and customs of the old China.'
'They were ideal to be mobilised in a campaign to eradicate the 'Four Olds' from Chinese culture of ideas, culture, customs and habits.'
'Mao was trying to create perfect communism and he needed the zeal of youth to see this through.'

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(c) How important was the death of Mao to the lives of Chinese people? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Many things changed.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'There was less state control in industry and agriculture.'
'The cost of living remained high.'
'Foreign visitors and investment were encouraged.'
'Education was seen as important.'
'Birth control policies were introduced.'
'There was little movement towards democracy.'

Level 3 Explanation of improvements OR lack of improvements [3–5]

e.g. 'Deng saw that China needed to increase production and modernise industry to support its huge population. New incentives were introduced including profit-sharing. Peasants were allowed to grow more cash crops and sell their surplus at market value.'

OR

e.g. 'China did not move closer to democracy and tight control was exercised. In 1986, unrest spread to students in universities. Deng was determined to crush all opposition, resulting in the Tiananmen Square Massacre.'

Level 4 Explanation of improvements AND lack of improvements [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how important' [8]

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17 (a) Describe the rise to power in South Africa of Rhodes.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He owned companies.'
'He made wealth in mining.'

Level 2 Describes rise [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'He was a keen imperialist.'
'He went to South Africa in the early 1870s.'
'He made a quick fortune on the Kimberley diamond field.'
'He bought up a number of small mining companies and formed De Beers and had a monopoly by 1890.'
'He founded the British South Africa Company to develop the region known as Rhodesia.'
'He was elected to the Cape parliament in 1880. He was premier from 1890 to 1896. He was forced to resign over the Jameson Raid.'

(b) Why did the Jameson Raid occur?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To bring about change.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'To overthrow President Kruger.'
'Rhodes wanted to unite the whole of Southern Africa.'
'To give power to the Uitlanders.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The relationship between Afrikaners of the Transvaal led by Kruger and the Uitlanders supported by Rhodes was hostile. Most of the Uitlanders were British, hoping to profit from gold mining. Their skills were needed but they were hated by the Transvaal government. The Uitlanders resented being treated as second class citizens and thought, like Rhodes, that they should come under British control.'
'Rhodes planned to support an uprising led by Dr.Jameson who held different views to Kruger. He wanted the whole of Southern Africa as a dominion of the British.'
'Rhodes thought the Uitlanders would support the uprising to overthrow the government but this support never materialised.'

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(c) How far could Kruger be blamed for the war in South Africa in 1899? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Both Rhodes and Kruger can be blamed.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Boers and British scrambled for mineral resources.'
'Rhodes wanted to build a British Empire in Africa.'
'A gold bearing reef was discovered in the Transvaal.'
'Kruger wanted an outlet to the sea for Transvaal.'
'Kruger denied the Uitlanders the vote and civil rights.'
'The war was to avenge the Jameson Raid failure.'
'Kaiser Wilhelm II supplied arms and diplomatic support to the Afrikaners.'

Level 3 Explanation of Kruger's blame for the war OR other reasons [3–5]

e.g. 'Kruger had been happy for skilled workers from outside Transvaal to come in and help extract the rich veins of gold found in the Transvaal. He was unwilling to give them the vote and he treated them like second class citizens. Many of these Uitlanders were British.'

OR

e.g. 'Rhodes intended to paint the map of Africa red, from the Cape to Cairo. He attempted to remove the Transvaal government, but he failed. The war was a natural aftermath of the Jameson Raid because the British were determined to avenge Jameson's failure.'

Level 4 Explanation of Kruger's blame for the war AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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18 (a) What part did Steve Biko play in the struggle against apartheid?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Biko increased publicity.'
'He enthused young black people.'

Level 2 Describes impact [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'A Black Consciousness movement, led by Biko, taught that black people should celebrate their blackness and stop thinking of themselves as second-class citizens.'
'Biko led demonstrations. He was considered a dangerous man by white supremacists because he led a movement which was young and better educated and members were determined to get their voices heard.'

(b) Why did world opinion turn against white South Africa after 1960?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The South African government started killing people.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'The deaths at Sharpeville turned world opinion.'
'The government banned unions and arrested leaders.'
'The UN condemned the government's actions.'
'The Commonwealth removed South Africa.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'In 1960, the Sharpeville Massacre took place. Government troops opened fire on a demonstration against apartheid. 69 were killed. This single action turned most of the world against white South Africa.'
'It was the influence of the UN, which condemned South Africa's action over Sharpeville, which increasingly turned opinion against white South Africa.'

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(c) 'De Klerk was the most important person involved in the establishment of majority rule.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'De Klerk was important as he brought change.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'De Klerk looked at a mandate for reform.'
'Through the ANC and whilst in prison, Mandela worked for reform.'
'Mandela's charisma helped.'
'The activities of the ANC kept up the pressure.'

Level 3 Explanation of De Klerk's contribution OR other reasons [3–5]

e.g. 'Following the whites-only election of 1989, DK chose to treat the result as a mandate for reform, although there was not a clear majority wanting change.'
'In 1990, DK announced the ban on the ANC, PAC and the SACP would be lifted. He promised to release political prisoners including Mandela.'

OR

'In 1993 Chris Hani (SACP) was killed. It was Mandela who went on television to appeal for calm.'

Level 4 Explanation of De Klerk's contribution AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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19 (a) What were South Africa's intentions for Namibia and its people immediately after the First World War?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To control it.'

Level 2 Describes intentions [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'South Africa wanted to rule Namibia as though it was its own state.'
'It was keen to give land to white settlers.'

(b) Why was there increasing resistance to South African rule in Namibia in the 1950s?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Because it was unfair.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'Because South Africa wanted Namibia permanently.'
'South Africa wanted apartheid within Namibia.'
'The Namibian people were being treated unfairly.'
'South Africa was ignoring the United Nations.'
'There was mass support for SWAPO.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'In 1946, South Africa demanded that the UN make Namibia part of South Africa. This caused widespread opposition in Namibia with petitions of protest being sent to the UN.'
'The UN rejected South Africa's demands, but South Africa continued with the annexation.'
'In 1950, the National Party was voted into power by the white population. They introduced more racist laws including "homelands".'
'With the National Party in power, more whites came to settle, resulting in more Namibians being forced to move to desolate areas.'

(c) How effective was the United Nations in its dealings with Namibia before 1980? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

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e.g. 'It was slow to get a result.'

Level 2 Identifies AND/OR describes reasons **[2]**

(One mark for each point.)

e.g. 'The UN worked through the International Court.'
'It imposed sanctions on South Africa.'
'It was not willing to use military force.'
'It failed to get overwhelming support from Western powers.'
'It relied on SWAPO.'

Level 3 Explanation of effectiveness OR lack of it **[3–5]**

e.g. 'The UN passed a resolution ending the mandate in 1966 and set up a Council to establish independence.'
'The UN imposed sanctions on South Africa and the International Court declared that South Africa was acting unlawfully.'

OR

e.g. 'The UN imposed sanctions on South Africa but these were limited and the UN found that not all Western nations supported them.'
'The UN was not willing to use force to enforce its resolutions. The major powers would not support such a measure.'

Level 4 Explanation of effectiveness AND lack of it **[5–7]**

Both sides of Level 3.

Level 5 Explains with evaluation of 'how effective' **[8]**

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20 (a) What did the British government do in Palestine between 1945 and 1947 which brought much condemnation?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The British annoyed Jews, Arabs and Americans.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'After the Second World War, the British government decided that there would be no partition of Palestine into two states, one for the Jews and one for the Arabs.'
'It hoped that there would be soon an independent state in which Jews and Arabs shared the responsibility of governing.'
'This annoyed Jews, who wanted their own state and it annoyed Arabs as they saw their country being taken over.'
'The government annoyed Jews, including many Jews in the USA, because it put limits on the immigration of Jews into Palestine.'
'Arabs thought the 10 000 Jewish immigrants per year would mean a future takeover of Palestine by Jews and, therefore, condemned the British government's policies.'

20 (b) Why, between 1946 and 1948, was violence used by Jewish nationalists?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They did not like Britain's policies towards Palestine.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'Britain would not change its policies it had outlined in 1939.'
'Zionists had lost their patience.'
'The Jewish deaths in the Nazi Holocaust had hardened views.'
'Jews wanted their own state.'
'They thought international public opinion was on their side.'
'It highlighted the cause.'
'The British physically stopped boatloads of Jewish immigrants landing.'
'It was retaliation for death sentences on Jewish terrorists.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The War had toughened the Zionists. Six million Jews had been killed in the Nazi Holocaust and the Zionists were not in a mood to be patient. They were convinced that they had justice on their side and that international public opinion was coming round to support the idea of an independent Jewish state.'

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'The British repeatedly stopped boatloads of Jewish immigrants from landing e.g. 'the Exodus' had 4 500 Jews on board and it was sent back to Europe. Britain intended to allow only 10 000 Jewish immigrants a year for five years and then stop all immigration unless the Arabs were willing to allow more.'

(c) 'Israel won the war of 1948-9 because of its greater military strength.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were successful because they showed spirit and determination.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The Jews were more prepared than the Arabs.'
'The Jewish forces were better at fighting.'
'The Jews had experienced soldiers.'
'The Jews had help from other countries.'
'They had strong leadership.'
'The Arabs were not well organised.'
'The Arabs lacked strong leadership.'

Level 3 Explanation of Jewish military strength OR other reasons [3–5]

e.g. 'At the start of the war, the Israelis only had 30 000 soldiers but they built up their army rapidly to 100 000 by December 1948. The Israelis were poorly equipped at the start, but, during the truce in June-July 1948, they gained access to much more equipment from Europe. By the end, they were the stronger side.'
'About 25 000 Israelis had fought in the British army in the Second World War and gained valuable experience in training, organisation and technology.'

OR

e.g. 'The governments of the neighbouring Arab states had begun to plan for invasion only in April 1948. The Arab leaders were not united in their goals and each tended to fight for their own particular interests, which often meant to gain control of a piece of Palestinian territory for themselves.'

Level 4 Explanation of Jewish military strength AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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21 (a) Describe the events of 1952-6 which resulted in the Suez Crisis.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was the actions of Nasser which caused the Crisis.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'A group of young Egyptian army officers, including Colonel Nasser, overthrew King Farouk in July 1952. Egypt became a republic in 1953.'
'In 1954, Nasser became President and he persuaded the British to withdraw their troops from the Suez Canal zone.'
'Britain and the USA wanted to be on good terms with Nasser. They wanted Arab support in the Middle East against the Soviet Union. Egypt was the strongest and most developed Arab nation and the Suez Canal passed through its territory.'
'Nasser refused to join an anti-Soviet alliance. He wanted Egypt to be neutral.'
'The Israelis attacked Egyptian headquarters in Gaza in February 1955. The Egyptians secured Soviet arms through Czechoslovakia.'
'In July 1956, the USA and Britain decided to cancel their loans to Egypt for the building of the Aswan Dam.'
'On 26 July 1956, Nasser nationalised the Suez Canal to use the profits to build the Aswan Dam.'

(b) Why was Israel able to survive the war of 1956?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Israel was well organised.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'Israel had a comprehensive plan.'
'Israel had superior forces.'
'Its military leadership was better.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Israelis had a detailed plan called Operation Kadesh to tackle Egypt in the event of war. Its targets were Sharm el-Sheikh, Abu Uwayulah, al-Arish and the Gaza Strip.'
'With the capture of Sharm el-Sheikh, the Israelis could open up the Straits of Tiran.'
'By capturing Abu Uwayulah and al-Arish, it meant a deathblow to the Egyptian high command.'
'By capturing the Gaza Strip, the Israelis could remove the training grounds for the Fedayeen groups.'

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'Despite the recent additions of Russian weaponry to Egyptian forces, the Israeli airforce, navy and army remained dominant,'
'The Israelis had some excellent commanders, such as Maj. Gen. Moshe Dayan and Col. Ariel Sharon.'

(c) 'The USSR was more successful than the USA in influencing events in the Middle East between 1948 and 1979.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They have both been influential.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The USA has supported Israel financially.'
'US Presidents have worked for peace.'
'The USA has supplied weapons to the Israelis.'
'The USSR has supplied weapons to the Arabs.'

Level 3 Explanation of USSR's successes OR USA's successes [3–5]

e.g.'In 1955, the Russians started to sell weapons to Nasser to attempt a balancing of power in the region.'
'During the Six Day War, the Russians supported the Arabs and, despite their defeat, the support continued up to 1973. Russia was concerned and tried to get recognition of Israel's right to exist.'

OR

e.g. 'The USA received support from Israel in the Korean War and, in return for Israel's support against communism, the US government promised to stand by Israel in the event of attack and both signed a friendship treaty in 1951.'
'After the surprise attack on the Israelis in 1973, the Americans airlifted emergency supplies of arms to enable a successful counter attack to take place.'

Level 4 Explanation of USA's successes AND USSR's successes [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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22 (a) In what ways did improvements to transport help Britain's growing industries before 1830?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The improvements allowed goods to be moved.'

Level 2 Describes improvements [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'The introduction of toll roads made better roads for carrying goods.'
'Businessmen could now travel relatively quickly by coach along the toll roads.'
'The use of canals was ideal for moving heavy goods'.
'Heavy goods such as coal, iron ore, flour and timber could be moved cheaply by river and canal.'
'The introduction of canals particularly helped the pottery industry, which could move goods without damage.'

(b) Why did some people oppose the building of railways?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The fear of something new.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'Because some people had vested interests.'
'The effects of the railways on health.'
'The effects on food production.'
'The effects on towns.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Some people had a vested interest in other forms of transport such as canals. There were also stage coach owners, and the railways took away profit and jobs.'
'Farmers objected as railways often went across good farming land and this reduced yields. They argued it would affect the milk from cows and hens would stop laying eggs.'
'There were those who feared the speed, noise and pollution caused by the railways.'
'Some town officials did not want the railway in their towns because of the noise, pollution and damage to existing property and land.'

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(c) 'The greatest impact of the railways in the nineteenth century was on the health of the people.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Yes, because people could travel.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'People could go to the seaside.'
'People could live in the suburbs.'
'Fresh produce was available in the towns.'
'The greatest impact was on employment.'
'It made a big impact on heavy industries.'
'Goods and people could move quickly and cheaply.'
'It meant a decline in toll roads and canals.'

Level 3 Explanation of improved health OR other reasons [3–5]

e.g. 'Fresh agricultural produce such as milk and fish could be brought to markets in the towns. Fresh vegetables and fruit were available in the towns, improving the health of the nation.'

OR

e.g. 'Railways were large employers, providing jobs for thousands of people. Associated industries, such as iron, steel and coal all had increased employment because of the railways.'

Level 4 Explanation of improved health AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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23 (a) What benefits were gained from being a member of a trade club at the beginning of the nineteenth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They protected members' interests.'
'They improved conditions.'

Level 2 Describes benefits [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'Members were skilled craftsmen, all of the same trade and able to understand the needs of individuals.'
'They could work together to improve pay and conditions.'
'In times of need, the Club could look after its members.'
'It restricted entry to the profession. Those entering had to undergo an apprenticeship.'
'It helped unemployed members to find work.'

(b) Why were government and employers hostile to trade unions in the first half of the nineteenth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were afraid of trade unions.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'Government worried about the example in France.'
'Government seemed to represent the farm owners and the employers.'
'Employers did not want to pay more in wages.'
'Employers wanted to keep control.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The government was concerned about the growing strength of the voice of workers demanding improved conditions and so passed the Combination Acts.'
'The government was fearful of revolution and so used strong measures to prevent the expression of views and also passed the 'Six Acts'.'
'Employers were concerned and used tactics such as lock-outs where they refused entry to employees until they agreed to certain conditions.'

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(c) 'Chartism failed because of its leaders.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was because people did not like violence.'
'It was ridiculed.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Members were split on methods.'
'There were other movements to follow.'
'Prosperity was increasing.'
'There were risings in Monmouthshire and Lancashire.'
'The main leaders were very different in nature and methods.'

Level 3 Explanation of its leaders OR other reasons [3–5]

e.g. 'William Lovett represented the 'moral force'. Supporting members wanted to use the methods of persuasion. This may attract middle class support. In contrast, Feargus O'Connor represented the 'physical force'. Supporting members encouraged violence and riots in supporting their cause. This lost the movement general support.'

OR

e.g. 'The Chartists presented petitions to Parliament. They contained duplicate signatures and false signatures, such as Queen Victoria and the Duke of Wellington. The movement was ridiculed.'

Level 4 Explanation of its leaders AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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24 (a) Describe events which led to the Opium War of 1839-42.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'China wanted to stop the import of opium.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'Chinese officials wanted to stop the outflow of silver to British traders. Silver was used to deal with all trade with China.'
'China also wanted to control the increasing spread of opium and the authorities started to confiscate opium from British traders.'
'The Chinese authorities seized 20,000 chests of opium.'
'The British government objected to seizures and threatened military force.'
'When the officials of the Qing Dynasty refused to return the chests or pay for them, Palmerston took the decision to use force.'

(b) Why were the treaties passed after the Opium Wars considered to be 'unequal'?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They did not favour China.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'The treaties were imposed on China.'
'China was threatened with military action if they were not accepted.'
'China got very little in return.'
'China had to accept terms it did not like.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The terms of the Treaty of Nanking 1842 had to be accepted by the Qing dynasty, otherwise the military action was likely to follow.'
'China had to accept terms it did not want such as opening five more ports to foreign trade, allowing missionaries into China and allowing foreign offenders to be tried by their own consular authorities.'
'The Treaty of Tientsin (1858) forced China to open more ports, to allow further Christian missionary activity and to legalise the importation of opium.'

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(c) 'The Self-Strengthening Movement had a greater impact on China's development than the Sino-Japanese War of 1894–95.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Neither was very successful for China.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The SJ War signalled the end of Chinese power.'
'The SJ War ended Chinese influence in Korea.'
'The SS Movement had been ineffective compared to Japan's modernisation.'
'The SS Movement increased China's military strength.'
'The SS Movement improved manufacturing and mining.'

Level 3 Explanation of Sino-Japanese War OR Self-Strengthening Movement [3–5]

e.g. 'The War was fought over Korea between the Qing Dynasty and the Meiji. The Japanese defeated the Chinese forces both on land and at sea. It ended China's influence in Korea.'
'Japan replaced China as the dominant force in the Far East.'

OR

e.g. 'Military strength was increased by building arsenals at Shanghai, Nanjing and Fuzhou. Naval strength was increased with a new dockyard at Fuzhou.'
'Compared to Japan, who had a similar programme of development, progress was slow.'

Level 4 Explanation of Sino-Japanese War AND Self-Strengthening Movement [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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25 (a) Describe the expansion of the British Empire in Africa in the second half of the nineteenth century.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Empire stretched from the Cape to Cairo.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'In 1875, Disraeli bought 44% of the Suez Canals shares and this was followed by the outright occupation of Egypt in 1882.'
'Despite withdrawing from the Sudan in 1885, it was re-occupied in 1896.'
'During the 1890s Nigeria, Kenya and Uganda were occupied.'
'In 1885, Rhodesia was fully occupied and there was increasing influence over the provinces of Transvaal and Orange Free State by the end of the century, soon to be incorporated into South Africa.'

(b) Why was there a 'scramble for Africa'?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To increase status.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each point.)

e.g. 'To develop trade.'
'To develop markets.'
'To strengthen empires.'
'To maintain trade routes.'

Level 3 Explains reasons [4–7]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The scramble for colonies was due to the growing commercial rivalry to secure vital necessities for industrial enterprise and expansion.'
'To foster trade and find an outlet for manufactured goods.'
'To provide new areas of work and employment for the growing home population.'
'To tap into the wealth that existed in Africa.'

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(c) 'The greatest impact of imperialism in Africa was colonial rivalry.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a scramble for colonies.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'There was an increase in trade.'
'There was a market for manufactured goods.'
'Missionaries brought Christianity.'
'There was a demand for raw materials.'
'The impact affected the natives' way of life.'

Level 3 Explanation of colonial rivalry OR other reasons [3–5]

e.g. 'The British, French, Dutch, Spanish, Portuguese and later the Germans and Italians all wanted an empire in Africa. It was important that areas not colonised were taken so that they did not fall into the hands of the rivals.'

OR

e.g. 'The greatest impact was in trade. Manufactured goods found a market in the states of Africa, while the imperialist nations demanded raw materials and goods unobtainable in the home country, such as bananas, palm oil, rubber, cocoa and tea.'

Level 4 Explanation of colonial rivalry AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

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